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proached the solution of the problem through a scientific method seems to indicate that this method has come to stay. Persons and agencies interested in the suppression of vice are no longer willing to act before knowing the facts in the case, for they now demand a careful diagnosis of conditions before attempting to prescribe remedies. Will the next step in advance be the Federal Government attacking the problem more definitely and investigating the causes and effects of prostitution as a national problem? Some of us who are interested in the campaign against the social evil look forward to this development.

Chicago.

WALTER CLARKE.

WANDERTRIEB UND PATHOLOGISCHES FORTLAUFEN BEI KINDERN. By *Edwald Stier*. Gustav Fischer, Jena, 1913. Pp. 135. Paper. M. 3. 60.

The writer's analysis is based on 87 cases of pathological "*Wandertrieb*" and vagrancy. These represent selected cases in which the tendency to run away was the chief symptom of clearly recognized mental disorder. All of these children had been patients in a neurological clinic, and were carefully examined and investigated by the writer himself.

The motives for running away are two-fold: physiological and pathological. The author's use of the word physiological is exasperatingly vague (p. 11, 33, 37, 55, 66). The context indicates that the word physiological is frequently used in the sense in which the psychologists use the word psychological. This monograph suffers chiefly from a lack of psychological insight—running away is a mental happening and cannot be interpreted merely as a chain of physiological events. In the majority of cases it is a consciously motivated undertaking.

The author's pathological—*i. e.*, related to mental disease—groups comprise the following: (1) Psychopathic children, including those suffering from exaggerated affect-reactions, those subject to a morbid hyperactivity of the imagination, those subject to serious ethical defects, those in whom running away is a family trait, cropping out at about the time of puberty, and those subject to other psychopathies. (2) Psychotics (incipient forms of dementia praecox). (3) Epileptics. (4) The feeble-minded. The most frequent pathological classes are the feeble-minded and the psychopathic, followed by the epileptics and hysterics. The juvenile cases with actual psychoses are rare.

The author has given an excellent analysis of cases which seem clearly to be pathological, or at least abnormal, although some doubt may be entertained as to whether all of his feeble-minded cases were actually feeble-minded. His testing of the level of intelligence of these cases was extremely meager—certainly markedly inferior to the work done in the best psychological clinics in America. In fact, certain statements in the text arouse the suspicion that some of these cases were diagnosed on the basis of facial appearance: *e. g.*, "a large, powerful youth, facial expression not clearly feeble-minded." But

facial appearance is a wholly worthless "symptom" of feeble-mindedness in practically all the cases which are difficult to diagnose.

The author has admirably called attention to the services which the psychopathologist may render in the treatment of this social anomaly and has ably discussed the prognosis and therapy from the standpoint of psychopathology. But the reviewer's impression, after examining a considerable number of children who respond to the *wanderlust* or migratory instinct, is that the cases with mental disease are in the minority.

I do not recognize feeble-mindedness as a disease, except in the very infrequent cases which respond to medical treatment. Antiluetic treatment is claimed to have "cured" some cases of feeble-mindedness which call for the services of the examining psychologist and of corrective pedagogy, rather than the psychiatrist or the psychopathic institution. No one is qualified to handle this problem who is ignorant of the psychology of adolescence.

The author has reviewed the German literature (particularly the medical), but has not noticed any of the American literature.

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**POLICE PRACTICE AND PROCEDURE.** By *Cornelius F. Cahalane*, Inspector in Charge of Police Training School, New York City, 1915. Pp. 250.

That many cases of police inefficiency which are ascribed by the man in the street and by the press to police corruption are in reality due to police ignorance, is a fact well known to superior police officers and students of police administration. Yet few systematic efforts have been made in this country to train or to educate police officers. The instruction in most of the schools of instruction in American cities is so rudimentary and so poorly presented that its practical value is small and for the older members of the force there is generally no instruction whatever.

Commissioner Woods, in New York, realizing the importance of police education, has established a police training school for all ranks, in place of the old school for recruits and has in addition to amplifying and revising the curriculum of this school distributed to each member of the uniformed force a copy of *Police Practice and Procedure*, which has been prepared by Cornelius F. Cahalane, inspector in charge of the Police Training School.

*Police Practice and Procedure* is a volume of two hundred and fifty pages giving in simple, non-technical language all of the technical and practical information which a police officer requires for the efficient performance of his official duties. It covers the subjects of discipline, physical condition and the performance of patrol duty. It explains the power of arrest, the giving of evidence and the elements of criminal identification. It defines each of the principal crimes and